Development of Instructional Package for English Language based on Global Citizenship Education (GCED) and Evaluation of its Effectiveness among Middle Stage Learners

SHORT SYNOPSIS

Submitted in partial fulfillment of the requirements of the degree of

DOCTOR OF PHILOSOPHY

by

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It is the work that is expected to be carried out under the supervision of **Dr. Savita Sharma.**

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ABSTRACT

Global Citizenship Education (GCED) can change the world. Students can gain both theoretical knowledge and practical insights into global challenges and contribute toward building a sustainable world. Issues such as inequality, climate change, regional and religious conflicts, migration and problems related to technological advancement can only be resolved if people across the world work together. Open trade policies, widespread internet access and convenient transportation have sped the pace of globalization. In this competitive and interdependent world, students have to be trained to become global citizens. UNESCO has highlighted the importance for global citizenship education through Sustainable Development Goal 4, 'Quality Education'. GCED is listed under target 4.7. From the Indian perspective GCED promotes the idea of '*Vasudhaiva Kutumabakam'*. Several Indian educational policies and frameworks advocate the integration of GCED. Traditional education systems focus mainly on rote learning and academic brilliance. The thematic areas and learning contents of GCED cover cognitive, socio-emotional and behavioral dimensions. Education needs to go beyond knowledge transmission, so this study is significant. Also, to become good global citizens, students need to communicate effectively in English because it is spoken and understood worldwide. In this study, a detailed analysis of the English Language textbooks prescribed for middle school by the National Council of Educational Research and Training (NCERT) through the lens of Global Citizenship Education (GCED), will be done. The gaps with respect to GCED will be identified. Thereafter, an activity-based instructional package will be designed. This instructional package will be a resource book including details of activities and important web links that can assist teachers in effective teaching. This study will adopt a mixed-methods approach. A quasi-experimental design will be employed to test the effectiveness of the instructional package. The findings are likely to contribute to the ongoing discourse on integrating GCED into mainstream English Language curricula.

Keywords: Global Citizenship Education, Sustainable Development Goal 4 (SDG 4), Target 4.7 of SDG 4, Middle Stage Learners, Instructional Package

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1. Introduction

Global citizenship can be described as feeling a sense of belonging and responsibility toward the planet, celebrating the commonality as well as the diversity that exists on this planet. GCED develops competencies required for a peaceful and inclusive world. Rapid technological developments and improved trade relations have brought people and countries together. However, economic inequality often leads to conflicts. Ecological crises are driven by opulent lifestyles, deforestation, pollution, depletion of natural resources, increasing world population etc. At a time like this, global citizenship education is important. GCED will help in changing the outlook of students and prepare them for the future. Jacques Delors, former President of the European Commission, in the 1996 UNESCO report, "*Learning: The Treasure Within*" introduced the four pillars of learning on which GCED is based, namely- "*learning to know, learning to do, learning to be and learning to live together*". UNESCO's vision for GCED is based on the **Education 2030 Agenda**, particularly Target 4.7 of the Sustainable Development Goals (SDGs). **The Global Education First Initiative (2012)** emphasizes three main goals of Education: **to get every child to school, to make education better and to help students become responsible global citizens.**

1.1 Themes Of Global Citizenship Education

A responsible global citizen must engage with:

1. Justice
2. Conflict & Peace-building
3. Respect for Diversity
4. Globalization & Social Justice
5. Sustainability

GCED is about learning to be a good global citizen. It trains students:

- To respect human rights and believe in equality
- To understand global challenges like climate change, poverty and peace
- To respect people from different cultural backgrounds
- To work together to create a better, fairer and safer world for everyone

- To respect planet Earth and the environment

1.2 GCED In India

According to the **Educational Framework for Global Citizenship in Higher Education** formulated by the UGC, *"India has a rich tradition of promoting universal values. Ancient Indian texts are replete with knowledge advocating 'Vasudhaiva Kutumabakam' and 'Yatra Visvam Bhavatyekanidam' the whole world is one family and the idea of universal peace 'Shanti', thus advancing people to be the cosmic citizens by widening their narrow selves." "The genesis of this ethos is solidarity with distant and unknown others. The meaning of 'Vasudhaiva Kutumabakam' in everyday life was to understand humanity as a whole part of the extended family, without ever meeting those members of 'family' who are far away."*

According to the **National Curriculum Framework for Teacher Education (NCFTE) 2009,** education should help students in becoming responsible, caring and thoughtful citizens and that teachers should integrate citizenship education during their regular classes. According to the **National Curriculum Framework (NCF) 2005** education should help students learn how to contribute positively to the society they are part of. Schools should not only teach subjects but also help students become responsible and active citizens. Schools, therefore, play an important role in building good citizenship.

According to **Nikalje (2022)**, integrating GCED into the existing curriculum is essential for promoting peace, cooperation and sustainable development. **Nikalje (2022)** states, *"the role of education in building just and peaceful societies and trust in institutions cannot be underestimated"*

The National Policy of Education, 2020, clearly states, *"As the world is becoming increasingly interconnected, Global Citizenship Education (GCED), a response to contemporary global challenges, will be provided to empower learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies."* (Ministry of Education, 2020)

2. Literature Review

Indian and International studies related to the testing of instructional packages, textbook analysis, citizenship education, GCED and ESD have been reviewed.

2.1 Indian Studies

Several theses submitted on **ShodhGanga Repository** were reviewed. Studies carried out by **Ghosh (2022)** and **Kumari (2021)** are both based on Citizenship Education. Ghosh developed an activity-based program for citizenship education for upper primary school students. The study reported that activity based learning helped students in understanding the concepts of citizenship. **Kumari (2021)** studied the effect of the Social Inquiry Model in promoting GCED through the teaching of science at the secondary school level. The study indicated that the students understood the themes of GCED better when the Social Inquiry Model was employed. **Kaur, P. (2022)** carried out a detailed study in Delhi schools and revealed that stakeholders perceive Education for Sustainable Development as a core component of quality education. Schools showed a willingness to align their teaching and learning activities with Sustainable Development Goals (SDGs). These activities improved student participation through democratic and reflective learning environments. The study highlighted that the real potential of the teaching-learning process lies in their alignment with intended learning outcomes rather than the curriculum content alone. Continuous feedback and modular structuring were suggested for effective implementation. **Padmanabhan, J. (2011)** also highlighted the strong interrelationship between knowledge, critical thinking, problem solving and value preferences concerning sustainable development. The study concluded that integrating themes related to Sustainable Development with school education significantly improves these cognitive and affective skills. Another study done by **Parveen, H. (2021)** analyzed secondary school Science and Social Science curricula with respect to Sustainable Development. This study found a disproportionate emphasis across themes: while Intercultural Understanding and Peace (32.7%) and Environmental Conservation (20.79%) received relatively higher content weightage, areas like Poverty Alleviation (2.37%), Gender Equality (0.94%), and ICT (0.29%) were not given much importance. This study revealed that there was a lack of balanced coverage of SDG themes in the textbooks. Several studies conducted in India revealed the impact of instructional packages based on Sustainable Development Goals. **Ramalakshmy, P. (2017)** developed and tested an

instructional package aimed at reorienting environmental education in teacher training programs. The results indicated that well-designed instructional strategies significantly enhance learning about SD. However, the study noted teachers' reluctance to adopt new methods due to unfamiliarity with their effectiveness, highlighting a gap in professional development and capacity building. Similarly, **Kaur, K. (2017)** investigated the impact of an activity-based learning package on adolescents' attitudes and awareness regarding ESD. There was significant improvement in students' attitudes and awareness about the dimensions of sustainability, after the implementation.

2.2 International Studies

Arslan and Curle (2024) studied what Turkish English teachers think about Education for Sustainable Development (ESD). The teachers supported adding sustainability topics to English lessons. However, they also faced problems like limited time in the syllabus and a lack of awareness. Teachers believed that English classes can help students develop global awareness and critical thinking, but they asked for better policies and training. This study shows how important teachers and curriculum changes are for successfully including ESD in English teaching. Similar problems exist in India, such as exam pressure and a fixed syllabus, so teacher training and curriculum planning are very important. **Bucea-Manea-Țoni and colleagues (2024)** studied how school policies and teaching methods affect sustainability education in Romanian schools. They found that schools with strong sustainability plans and interactive teaching methods helped students develop healthier habits, positive environmental attitudes and better long-term lifestyle choices. This study supports the idea that whole-school efforts and creative teaching methods, like project-based or inquiry-based learning, improve Education for Sustainable Development. It also shows that English classes can include projects related to sustainability topics. **Oraif (2024)** studied the use of competence-based language teaching (CBLT) in promoting the concept of sustainability through writing activities during the English language class at a university in Saudi Arabia. It was found that students could relate to the concept of sustainability better after writing about it. This study connects directly with the proposed research goal of integrating Education for Sustainable Development (ESD) and GCED in English classes. It shows that learning language skills and learning about sustainability can support each other when teaching focuses on real-life skills.

3. Rationale of the Study

English Language teaching helps students express their thoughts clearly and accurately. It involves improving their listening, speaking, reading and writing skills. Teachers plan activities every day to help students get better at these skills. While doing this, they can also include themes of GCED. Most of the units in the textbooks have important messages or themes. GCED ideas can be easily integrated with these themes.

English is spoken worldwide. It can help students in understanding different cultures, share ideas and spread information across the world. Middle school students in India, between the ages of 11 and 14, are able to think logically and understand abstract ideas. According to Jean Piaget, the formal operational stage of cognitive development starts at the age of 11. At this stage, students can understand abstract concepts, they develop logical reasoning skills and can solve problems. At this age, they can work together in groups to discuss global problems and find solutions while improving their language skills. Also, since there is less pressure to complete the syllabus at this level, teachers have more time to include creative and meaningful activities in English classes.

This study would provide empirical evidence on how integrating SDG 4.7 especially GCED into English Language Teaching can train students to become global citizens. This study is significant because it will evaluate the extent to which the NCERT English language textbooks for classes 6-8 incorporate these competencies and contribute toward improving instructional practices that meet global educational standards.

4. Problem Statement

English is a language which facilitates easy communication all across the world. To become good global citizens, students need strong English language skills and an understanding of global issues such as cultural differences, fairness, human rights, environmental issues etc. GCED teaches students to respect different people from diverse cultural backgrounds, regions and religions. It trains them to think critically, solve problems, use technology wisely and act responsibly in society. However, in India, many teachers are not trained in GCED and do not have proper materials to teach effectively during English classes. This study will help in solving this problem by creating an activity-based instructional package, a resource book, for middle school English teachers. This book will guide teachers to help students improve their English skills and develop global citizenship at the same time.

4.1 Operational Definition Of Key Terms

1. **Global Citizenship Education (GCED): According to UNESCO,** *"Global Citizenship Education (GCED) aims to empower learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies."*
2. **Sustainable Development Goal 4 (SDG 4)-** This goal highlights the need for "Ensuring Quality Education for Sustainable Development and Global Citizenship."
3. **Target 4.7 of SDG 4-**this target explicitly emphasizes the need for education to focus on sustainable development, peace and global citizenship.
4. **Middle Stage Learners** - Grades 6-8
5. **Instructional Package:** An Instructional Package refers to a resource book for teachers. This book will include details of activities that can help teachers in integrating GCED with regular teaching.

5. Research Questions

1. In what ways do the current NCERT English language textbooks for classes 6-8 integrate the themes and competencies of GCED as articulated in Sustainable Development Goal 4, Target 4.7?
2. What essential themes or competencies of GCED are missing in the existing NCERT English language textbooks for classes 6-8?
3. What kind of classroom activities and pedagogical strategies can be planned and implemented to effectively foster global citizenship among middle school students through English language teaching?
4. What is the impact of an activity-based instructional package developed in alignment with the NCERT English language textbooks for classes 6-8 and the principles of GCED on the attitude of students toward global citizenship?
5. To what extent does the implementation of this instructional package enhance students' knowledge of GCED?

6. Objectives Of The Study

1. To analyze the NCERT English textbooks for middle school with respect to themes pertaining to Global Citizenship Education.
2. To develop an activity-based instructional package aligned with the NCERT English textbooks based on Global Citizenship Education.
3. To study the effect of the instructional package on students' attitude towards Global Citizenship Education.
4. To study the effect of the instructional package on students' knowledge of Global Citizenship Education.
5. To propose effective pedagogical approaches and strategies for nurturing Global Citizenship Education based competencies through classroom teaching.

7. Methodology To Be Adopted

7.1 Research Approach: A **mixed-methods approach** will be adopted to conduct this study that is, both qualitative and quantitative research techniques will be employed.

7.2 Research Design: This study will adopt a **quasi-experimental design**. As defined by **Shadish, Cook and Campbell (2002)**, a quasi-experimental design is a type of research design that does not include random assignment of participants to experimental and control groups. **McBurney and White (2007)** explain that in such designs, participants are selected from preexisting groups rather than being randomly assigned. Similarly, **Broota (1989)** notes that quasi-experimental setups are characterized by the researcher's limited control over the random assignment of subjects or the inability to fully manipulate the treatment conditions. **The research will be systematically carried out through the following stages:**

I.Textbook Analysis:

- The existing NCERT English language textbooks for classes 6-8 will be critically analyzed to study the integration of GCED themes and competencies.
- The essential elements or competencies of GCED that are missing in the existing NCERT English textbooks will be identified.

II.Development of an Activity-Based Instructional Package:

- After the textbook analysis, a set of literary activities will be designed to address the gaps identified in the textbooks.
- An instructional package (resource book) will be designed. In this context, a **resource book** will be a detailed guide for teachers. It will include step-by-step instructions for conducting activities, useful web links and extra information to support effective teaching and learning. Strategies such as discussions, debates, case studies, project-based learning and reflective activities are essential for helping students understand their role as global citizens. This book will help teachers in integrating **GCED** themes in their lessons by using different types of literary activities based on the stories, poems and texts already included in

the textbooks. **Sample Activities:**

Class 6

1. **Whole Class Discussion on Diversity**
    - Activity: Students discuss unity in diversity in India, then relate it to learning from the cultures and traditions of different countries.
    - Global Citizenship Skills: Respect for diversity, openness to learning.
2. **Poem-to-Action**
    - Activity: Students write a poem imagining how conflicts can be solved peacefully in a global context (e.g., between two countries).
    - Global Citizenship Skills: Peace, conflict resolution.
3. **Poster-Making**
    - Activity: Create posters on how art connects people worldwide.
    - Global Citizenship Skills: Cultural appreciation, interconnection.

Class 7

1. **Debate on Social Responsibility**
    - Activity: Debate "Is it important to participate in demonstrations or protests that protect human rights?"
    - Global Citizenship Skills: Ethical reasoning, empathy.
2. **Favourite Folktales**
    - Activity: Students share folktales which they heard during their childhood and compare each other's tales. They can be encouraged to identify common human values.
    - Global Citizenship Skill: Cross-cultural understanding.
3. **Slogan Writing**
    - Activity: Write a slogan on protecting local biodiversity and link them to global environmental concerns.
    - Global Citizenship Skills: Sustainability, ecological responsibility.

Class 8

1. **Mock Parliament**
    - Activity: Students act as members of the Indian Parliament to discuss how humans should treat animals worldwide.
    - Global Citizenship Skills: Collaboration, environmental ethics, global governance.
2. **Presentation of Case Studies**
    - Activity: Collect news paper/magazine reports/articles about child labour in India and other developing countries. Present your views in class based on your case studies.
    - Global Citizenship Skills: Critical thinking, human rights awareness.
3. **Letter Writing Activity**
    - Activity: Write a letter addressing the UN General Secretary about why language, culture and peace must be protected globally.
    - Global Citizenship Skill: Global responsibility, cultural preservation.

III.Testing:

- The instructional package will be implemented among the students at middle school in one school in Delhi.
- The impact of the instructional package on students' knowledge and attitude toward sustainability will be evaluated.

IV. Sampling:

- **Population of the study:** The population of study will consist of middle school students from one school in Delhi where NCERT textbooks are used for teaching English.
- **Sample Size:** 200 students
- **Class Level:** Middle School
- **Sampling Method:** Purposive sampling technique will be employed for the selection of participants. The sample will consist of two intact sections each from Classes 6, 7 and 8. Within each class level, one section will be treated as the experimental group while the other will be the control group. The natural composition of the classes will be maintained and no alterations will be made to their existing structure.

7.3 Dimensions of GCED

According to UNESCO's publication "***Global Citizenship Education: Topics and Learning Objectives"***, the dimensions of GCED are:

1. **The Cognitive Dimension:** this includes improving thinking skills. Through GCED, students will develop the ability to think critically about local, national and international challenges and understand how they are connected.
2. **The Socio-emotional Dimension:** this refers to acknowledging that human beings are basically the same despite different national identities.
3. **The Behavioural Dimension:** this highlights the importance of acting responsibly to become good world citizens.

The effect of the activities detailed in the resource book based on GCED themes will be studied across these dimensions.

7.4 Tools And Techniques

The following tools and techniques will be adopted:

7.4.1 Content Analysis Technique

A **content analysis framework** will be created to critically analyse the **NCERT textbooks for English taught in middle school**, based on the key themes of GCED included in SDG 4, target 4.7.

7.4.2 Tools for Assessing Student Engagement

To evaluate students' engagement and awareness of Global Citizenship Education (GCED) themes, both prior to and following the implementation of the instructional package, the following tools will be employed:

1. **Objective-Type Knowledge Test on GCED** will be designed to measure students' baseline knowledge of GCED concepts through a pretest, as well as their knowledge following the intervention through a post test.
2. **Observation Schedule** –This observation schedule will be used to assess behavioural changes among students, before and after the implementation of the package.

3. **GCED Attitude Scale** – A Global Citizenship Education (GCED) Attitude Scale will be designed to evaluate the socio-emotional change in the attitudes, values and behaviour of students toward global citizenship after the implementation of the instructional package. The scale will be adapted from the scale originally developed by Zwickle and Jones (2018).

7.5 Data Analysis:

1) Content Analysis technique will be used to evaluate the NCERT English textbooks for middle school and the observation schedule, through the lens of Global Citizenship Education (GCED).
2) Suitable quantitative research methods will be employed to evaluate the Knowledge test and Attitude Scale.

8. Expected Outcome Of Research

This research is expected to:

1. **Provide a critical evaluation** of the NCERT English textbooks for classes 6-8 with respect to GCED, highlighting the gaps.
2. **Develop an activity-based instructional package** which can be used by teachers to enhance students' knowledge of the themes of GCED.
3. **Evaluate the effectiveness** of this instructional package through its implementation, with an emphasis on improvements in student engagement and awareness of themes related to GCED.

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Researcher: SUPRIYA PRATHAPAN Registration Number: MRUEDDN012K240017

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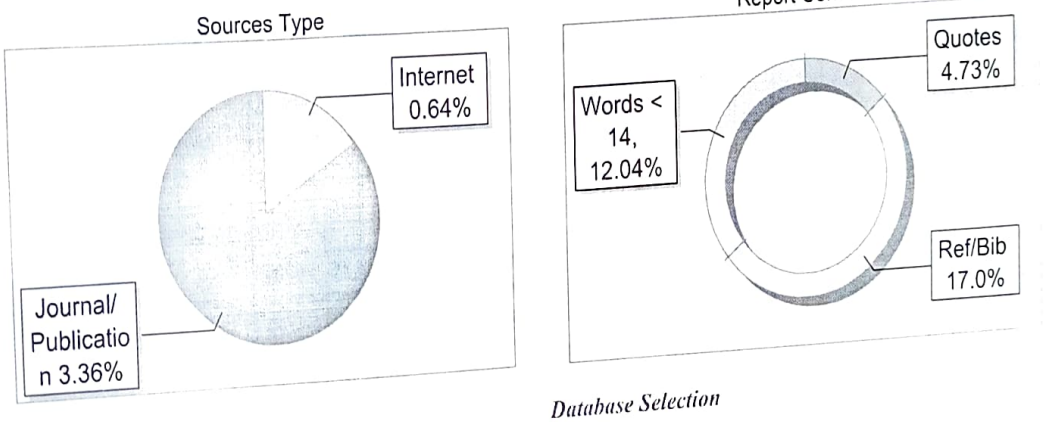

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Development of Instructional Package for English Language based on Global Citizenship Education (GCED) and Evaluation of its Effectiveness among Middle Stage Learners

SHORT SYNOPSIS

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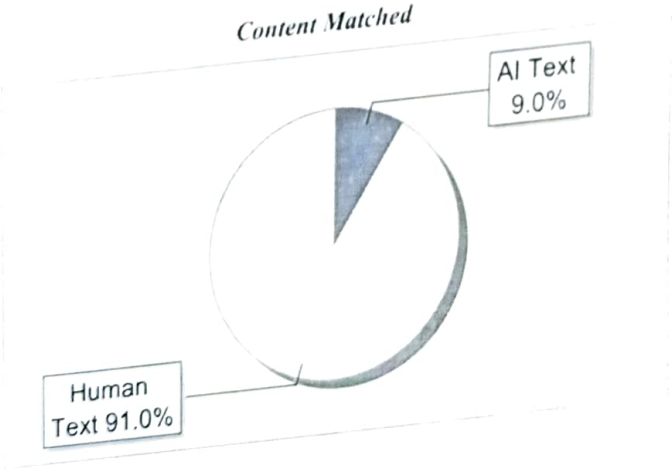

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